Chapter 2: Action Planning

This chapter takes you through the steps for action planning.

Chapter 2 *Action Planning*

Module 1: Conducting Listening Sessions

⸰⸰⸰ Step Up and Step Out to begin Listening Sessions!

Listening sessions are the first step in action planning.

It is fairly easy to get caught up in the dream...the thought of creating healthy changes...and begin "doing" before listening and planning, but dreams can turn to frustration if the coalition does not have a plan that produces results. Investing time upfront in action planning will pay off time and time again. A coalition without results will not attract people and resources.

This chapter guides the core group of coalition organizers through action planning steps. If it isn't done exactly as suggested, that's okay! You'll have a place to start and develop as you go along!

It is helpful to have an initiative coordinator and coalition leader(s) identified at this point to help facilitate the process.

What is a listening session?

Listening sessions are meetings for collecting ideas and comments for future planning. They are a fun and motivating way to involve the whole community from the very beginning! Advantages include:

- ♥ An occasion to announce the formation of the coalition and create future interest for involvement...the coalition's marketing kickoff
- ♥ A unique opportunity to hear from the community...to identify interests as well as past and current concerns
- ♥ A format to inspire creative discussions and ideas
- ♥ Easy to understand and realistic results for identifying future goals
- ♥ Minimal costs

Listening sessions are not designed to solve problems—just gather facts. There may be negative thoughts or concerns expressed during a session, and that's okay. It is *good* to get concerns out in the open for *later* discussion.

Results will be positive when listening session facilitators:
- ♥ acknowledge concerns
- ♥ record negative thoughts
- ♥ announce that concerns will be addressed before the next meeting
- ♥ move on, to keep everyone on task

Note: Don't forget to address concerns as promised, and follow-up with a phone call or letter to those who made the comment.

Other applications for listening sessions

The listening session is identified as the first step in the action planning stage of a community initiative, but there will be other times throughout the life of the coalition you will find it helpful. Keep the following times in mind:
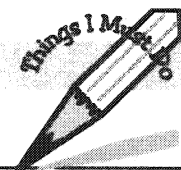
- ♥ When there is a gap in understanding between community members or among community leaders
- ♥ When a coalition is looking for new ideas
- ♥ When a coalition is attempting to gain community support for the initiative
- ♥ When a coalition is evaluating progress

Conducting the listening session

The core coalition group plans for the listening session.

1. **Determine questions to ask**
   - ♥ Pre-determine the set of questions a facilitator will ask about how the initiative should look or be developed in the community.
   - ♥ Plan for discussion of community wants, needs, resources, and concerns. The questions given in the listening session role-play at the end of this module are a good place to begin if you are not sure how to determine questions.

1. **Determine questions**
2. **Identify who should attend**
3. **Set dates and times**
4. **Determine location(s)**
5. **Determine how to invite participants**
6. **Plan how to conduct the meeting**
7. **Conduct the meeting**
8. **Follow-up**

2. **Identify who should attend**
   - ♥ The core coalition building group
   - ♥ Participants with common interests in the community initiative
   - ♥ Community leaders
   - ♥ Individuals/groups opposed to the initiative

3. **Set the dates and times**
   - ♥ Determine how many sessions to conduct
     - As many as needed for determining community opinion.
     - Enough sessions so that each group can be limited to 10-30 participants. It is hard to facilitate discussion and allow enough time for everyone to speak with more people than that.
   - ♥ Conduct sessions at different times and days to reach the greatest number of community members.
   - ♥ Limit the listening session to no more than 1 ½ hours. Longer sessions will fragment discussion and drain the energy levels of the participants. It isn't ideal, but if a listening session can't end within the time allotted, reschedule a follow-up meeting.

4. **Determine location(s)**
   - ♥ Find a room large enough to accommodate the number of people you expect and in a convenient location.
   - ♥ Make sure the room allows space to set up flip charts, markers, and comfortable chairs!

5. **Determine how to invite participants**
   - ♥ Put announcements in newsletters/newspapers, call, e-mail, and send post-cards.
   - ♥ Place posters on public bulletin boards such as in the library or supermarket.
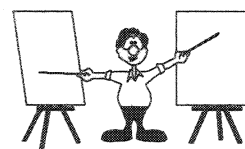
6. **Plan how to conduct the session**
   - ♥ Designate a session facilitator… an individual with good listening, mediating, negotiating, and cheerleading skills, who will respect all points of view, include everyone, maintain a neutral position and refocus the group if they get off track.
   - ♥ Designate a person to record ideas and concerns on a flipchart…someone who writes clearly and large enough so that participants can read what is written.

   Note: Flip charts are great for recording feedback during the meeting. They allow everyone to review responses, and help to combine and summarize information if several different listening sessions are conducted.

♥ In addition to recording on the flipchart, arrange for another person to take notes. Comments are often shortened when recorded on a flipchart, and taking notes will allow for a little more detail. There is a worksheet at the end of this module that may be helpful for note taking.

♥ Designate an individual to keep track of time. This person will clarify the amount of time to be spent on each question and how the facilitator wants to be informed of time in advance of the session.

7. Conduct the meeting

♥ Begin and end at the times specified.

♥ Use brainstorming rules (a round robin with each person in the room having the opportunity to contribute thoughts) with each group to maximize creativity and cultivate as many ideas, opinions, and options as possible.

♥ State up front that money (or how to finance ideas) is not to be discussed in the listening sessions. Money will need to be addressed at some point, but a concern for it now prompts too much problem-solving discussion, limiting ideas.

8. Follow-up

♥ Organize the information received during the session(s). **Note:** You will be using information from the listening session to plan actions for your initiative so it will be important to make the information easy to access.

♥ Follow-up with participants to explain how information will be used. Let them know how important their feedback is, and invite them to join the coalition.

Module Tip:
Listening sessions provide a means to gather ideas from all segments of the community. Adjust the number you hold, the times they are held, and the location as needed to reach as many people as possible.

FAQs:

- **Question:** How do you keep people on track with the questions being asked?
  Answer: Acknowledge the importance of all questions or concerns that are "off the subject." Use another page on your flip chart to record that question or concern. Either return to the question later in the discussion or let the individual know you will follow up with them at the end of the meeting. Consider all viewpoints as valuable information. There will be opportunities to discuss differences and problem-solve at a later time.

- **Question:** How do you begin to organize the information received?
  Answer: The information will be organized according to the question asked. You may want to also divide the information by component, i.e., physical activity, healthy food choices, school curriculum, school meals or coalition building. The ideas and concerns will be the first things the new coalition will address and use to plan goals.

- **Question:** After the listening session, what actions need to be taken?
  Answer: Send all participants a summary of the session. Send a thank you note as appropriate, and explain how ideas will be used in the planning.

Module Glossary:

Listening Session: A meeting for collecting ideas and comments for future planning, problem solving, and marketing.

A Practice Listening Session-Role Play

The following exercise gives you an opportunity to role-play a listening session for a community-based initiative. A community objective, session questions, and even a description of the listening session participants are provided for you below.

Role-play tips:
The role-play is designed to include as many as 30 people, but it can be adjusted for a smaller number by making fewer "personalities" available. Up to 27 people can assume the role of a personality found on the following pages. In addition, people will need to choose to play the roles of facilitator, recorder, and timekeeper. It will be helpful to make a copy of the following personality descriptions and cut them into strips for people to draw at random.

Time required for role-play:
The amount of time required by the role-play can be controlled by the length of time and number of responses allowed for the questions asked. A maximum of 1½ hour is suggested—the time limit recommended for a "real" session.

Role-play directions:
Once the players are determined, use the following instructions:

1. The facilitator leads a review of the community objective provided below.
2. The facilitator asks the session questions in the order listed. Players should answer the questions in the "personality role" they are playing. Comments/answers are to be recorded on the flip chart by the recorder. You may wish to plan for a second recorder to take notes on paper.
3. Allow each player to describe the "role" they played following discussion of all of the questions. (This can lead to a discussion on how to "deal" with personalities!)
4. Discuss the "lessons learned"—the problems identified. It is a good idea to problem-solve these for practice prior to the "real" listening session.

Role-play objective:
Your community wants to develop an initiative to influence the eating behaviors and physical activity patterns of children in the community. This initiative will be sponsored and managed by the elementary school, working collaboratively with the County Extension Department and the Local Health Department.

Role-play Session Questions:

- If money were no object, how would you like this initiative to look in your community?
- What experiences have you or this community had related to the concern? What were the results?
- What resources does this community have that could assist this initiative? Think about people, existing programs, policies, etc., not just money.
- Who do you expect to oppose this initiative? What will be the reason for their opposition?
- What advice can you give us?

Role-play Participants:

The following characters will participate in your listening session. A description of each personality follows the list below. As you role-play this exercise, please stay in "character." At the end of the exercise, you will have the opportunity to explain your personality's position.

The Coalition Members: Facilitator   Time Keeper   Recorder

The Community Personalities:

PTA President	Local Family Physician	Minister
Local Rancher	High School Students (2)	Newspaper Editor
County Extension Agent	Drug Free Coalition Director	Football Coach
Parents (2)	Senior Citizen	Grocer
City Librarian	School Food Service Directors (2)	Business Owner
School Nurse	Local Health Department Director	Teachers (3)
Cancer Society Volunteer	Local Environmental Activist	
Local Fast Food Operator	Community College Instructor	

Personality Descriptions:

Copy pages with descriptions of personalities that can then be cut in strips describing each role-play person. This allows players to draw a "personality" and have the description of only the player they will role-play. The exercise is more of a learning experience if the players do not know each other's personality.

You are the PTA president—You are one of those people who are involved in everything at the school. You are very proud of all the events you have in place and you are concerned about how this initiative might impact what you do, i.e., candy sales, special parties, fun nights, etc.

You are a local rancher—You raise both hogs and cattle. You are very concerned that this initiative will teach kids to be vegetarian and will eliminate meat from the cafeteria menu. You have had one heart attack, so you support nutrition education and physical activity, as long as it doesn't restrict meat intake.

You are the County Extension Agent for Family and Consumer Science —You are very excited about this initiative and you have already thought of ways you and your colleagues can support it. You want to integrate the USDA Team Nutrition Program into this initiative and help in any way you can.

You are the parent of two elementary school students—You are very excited about this initiative because you are concerned about the school meals. You do not want your children receiving any pre-prepared foods and you think this initiative could be used to force the school food service to go to "scratch cooking" for student meals.

You are the parent of two elementary school students—You are very excited about this initiative because you know that your students are not receiving the practical nutrition information and experiences that you feel they need. As a single parent, you work two jobs, and you don't have time to cook with your kids or teach them nutrition. You would like to see before and after school "latch-key care" that is physical activity based and includes nutritious snacks for the kids.

You are the local librarian—You are excited about the initiative and you are anxious to find out how you can support it. You are working on your budget for next year and are hoping to obtain a list of books that are recommended so that they can be added to the local library as a way to support the initiative.

You are the school nurse—You are here to support the initiative because you see a large number of students who are sick or unable to concentrate because they haven't eaten breakfast or have just eaten a donut on the way to school. You hope the initiative will increase support for a school breakfast program and you also want to see physical education expanded, even if it means a longer school day.

You are a volunteer for the American Cancer Society (ACS)—You know that comprehensive school health education is a priority of the ACS and you want to be sure that this initiative has the same philosophy. You also want to be sure that cancer prevention is a part of the initiative.

You are a local fast food operator—You are supportive of the initiative, but you are concerned that students will be taught not to frequent your restaurant. You don't know much about low-fat eating or 5 A Day, but you know these ideas are part of the initiative. You are here to learn and to figure out how this initiative will impact your business.

You are the town's family physician—You are here to support health education in schools. You see too many people with heart disease and cancer. You have noticed that more and more of your patients are overweight, including the children. You are an avid runner and you are interested in increased physical activity and nutrition training for kids.

You are a high school student—You are concerned that this initiative will take the pizza, burgers, fries, and shakes out of the high school cafeteria.

You are a high school student—As an athlete, you are excited about the initiative. You hope it teaches kids good stretching, flexibility, and strength building exercises so that they will be less likely to be injured in high school sports. You also hope it will have a positive impact on the school meals and vending/concession options so that a greater variety of fruits and vegetables, as well as low-fat snacks, are made available to students.

You are the director of the local drug free coalition—You are concerned that people who have been working with you on your coalition will leave and join the coalition supporting this new initiative. You sincerely believe that drug use, not nutrition and physical activity, is the major problem among youth in your community, so you aren't convinced that this initiative is necessary. You see it as a way to get more money for your own agenda, however.

You are a senior citizen—You are supportive of this initiative because you understand that risky behaviors are learned in childhood. You would like to support the initiative in any way you can, including volunteering in the classrooms and assisting with intergenerational activities.

You are the elementary school food service director—You have been the elementary school food service director for 15 years, and you are having real difficulty understanding all the new rules and regulations from USDA. You are excited about the possibility of some help from this initiative. You would also like to know how to work more with the teachers.

You are the secondary school food service director—You are concerned that this initiative will require changes that will be unacceptable to students. If they don't like what is served, they will stop eating in the cafeteria and your revenues will decrease. The Superintendent is adamant that school food service must make money.

You are the local health department director—You are excited about the idea of the initiative but worried about how much of your time it is going to take.

You are a local environmental activist—You are here to support adoption of a vegetarian menu in the schools. You are concerned about feedlot runoff, corporate hog farming, and carcinogens in the food supply. You support the purchase of locally grown, organically raised foods for school meals. You want to know what will be taught in the nutrition curriculum.

You are an instructor at the local community college—You teach in the health and physical education programs and you are looking for opportunities for your students. You support the initiative because you see a lot of very sedentary students with poor dietary habits when they get to college.

You are a minister—You belong to a conservative denomination. You are very concerned about any health education in schools. You believe that health education, regardless of topic, is the responsibility of parents.

You are the newspaper editor—You are here to "get the story." You know that health education is controversial in your community. At the same time, you are concerned about the issues of poor dietary habits and physical activity. You are hoping your newspaper can support the initiative.

You are the high school football coach—What is this about non-competitive physical activity? Your school has "taken state" for the past three years. Football has put the school on the map! We need to teach kids to be more competitive, not less. You are also concerned about possible changes in vending because all of the snack and pop machine revenues are used to buy uniforms and equipment for your program.

You are a local grocer—You are at this meeting to see how your grocery store can be used as a learning laboratory for students. You provide some of the fresh produce for the school food service, so you are anxious to hear how this relationship might be impacted by the initiative.

You are a local business owner—You are here to learn more about the initiative and then you will make up your mind about whether or not you support it. Your company sponsors some community events, with a focus on kids, so this may be another opportunity to give to the community.

You are an elementary P.E. teacher—You are excited about this initiative because you hope it will influence the school district to adopt more frequent physical education classes. You are concerned about the limited amount of time the kids have in class and how that impacts their overall health.

You are an elementary P.E. teacher—You are not supportive of the initiative because you have heard that classroom teachers in some of the existing school health initiative schools are using physical activity to teach math, reading, science and social studies. You are afraid your job will be eliminated.

You are an elementary classroom teacher—You are excited about the initiative because you realize how important health education, especially nutrition and physical activity, are to the students' well being. You are concerned about your personal lack of current knowledge in these areas as well as the amount of time the initiative will take.

Worksheet

1. If money were no object, how would you like this initiative to look in your community?

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2. What experiences have you or this community had related to the concern being addressed? What were the results?

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3. What resources does this community have that could assist this initiative? Think about people, existing programs, policies, etc., not just money.

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4. Who do you expect to oppose this initiative? What will be the reason for their opposition?

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5. What advice can you give us?

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Lessons learned from the role-play:

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Sample invitation to the listening session

An Invitation to Step Up and Step Out

Come join us to make a difference for kids!

Children are at risk for health problems resulting from lack of physical activity and obesity.

We can help reverse unhealthy trends with fun, low cost ideas to create healthy choices in our community!

Your thoughts and ideas are important! Please join us:

Location_____

Time_____

The discussion won't last any longer than 90 minutes and attendance does not mean you are volunteering anything other than your thoughts during that time.

Please invite others to join you. For additional information, contact:
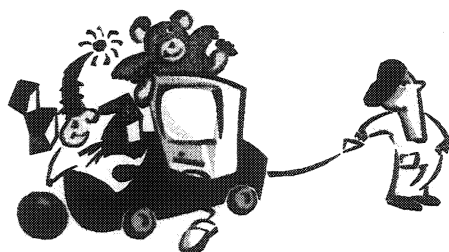
Chapter 2 *Action Planning*

Module 2: Community Review

Step Up and Step Out to conduct a Community Review!

The goal of **Step Up and Step Out** is to make it easier for children to choose healthy eating and physical activity. To accomplish this, a good look at the community and school is necessary to determine which factors influence those choices.

A review of your community will help you identify:

1. Strengths: Existing factors that positively influence healthy choices
2. Opportunities for development: Actions you can take to increase healthy eating and activity choices
3. Starting points by which to determine progress
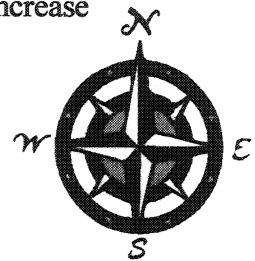
A review is your compass for making changes. It gives you information about events, programs, facilities, people and other resources in your community.

Different communities—different strengths!

The review supplements community information gathered in the listening sessions. The word "review" is used rather than "assessment" or "evaluation." This is an important point—some words create negative feelings, and the review should be very positive!

Focus on strengths as well as areas for development. Building on existing resources saves time and energy. Regardless of the focus, the *little* steps to success will result in big wins!

Examples:

Example 1: During their review, a community determines the concession stands at community events do not offer healthy alternatives to candy and soft drinks. They earmark concession stands as an opportunity for development.

Example 2: Another community's review identifies a very popular, privately owned gymnastics facility as a good outlet for physical activity. The coalition feels that if gymnastics is so popular, they might be able to increase opportunities for more children to participate. Rather than planning to add gymnastics to an already over-crowded city recreation building, they indicate on their review that they might pursue a partnership with the owner of the gymnastics facility to increase opportunities.

Get ready for the review

Gather as many coalition members as you can to review your community and school(s) for factors that influence healthy choices.

It is important for the *whole* group to recognize and discuss the factors that could be used to increase opportunities for healthy eating and activity choices. Keep in mind the review is the *compass* from which future direction is determined.

The review also provides a wonderful and exciting opportunity to gain support for your initiative.

Now is the time to actively recruit individuals and groups to share goals as well as discuss opposing viewpoints openly and respectfully. The review process will strengthen their resolve and commitment for making the initiative a success, months and years after your first meeting!

Factors in all components influence healthy choices

The review will help to identify existing opportunities and choices for healthy eating and activity by using factors in each of the four components to help ensure that everywhere kids live, learn, and play are considered in creating the best opportunities possible.

The components

♥ **Community**
Think about all the places in your community kids go each day. You'll find there are probably not many places they *don't* go! How many opportunities do kids have for making healthy choices at each of the places you picture? Your community sets the stage for healthy choices. Take a look at opportunities for healthy changes in your community. Create goals and plans...and then take action to open up new healthy possibilities!

♥ **Nutrition Education**
Being able to tell one nutrient from the next is good but it won't mean that kids will eat healthy! They need a good attitude and skills to make healthy choices. Fun, participatory nutrition activities that incorporate the principles of variety, proportion, balance, fat and healthy choices *will* make a difference! Integrating these lessons throughout the curriculum can be easy and fun.

♥ **Physical Education**
Our world has made it easier for us all to be inactive. Kids need more opportunities for physical activity.
Opportunities can be created throughout the school day as well as in the community. A non-competitive environment means that no one gets left out!
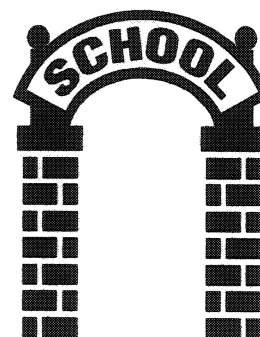
♥ **School Meals**
Pair fun, color, and excitement with quality, healthy school meals and students can't *wait* to eat at school! Simple marketing plans can increase student participation and ensure healthy eating choices!

The factors to identify in each of the components
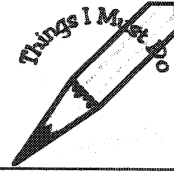
Events

Do events...an annual fall festival, parent nights at school, or music concerts...currently exist that include healthy eating and/or activity choices, or is that an area for development? Could more opportunities for healthy choices be created at these events?

Identify:
- ♥ Events
- ♥ Programs
- ♥ Facilities
- ♥ Policies
- ♥ People

Example:

A community might plan an action-packed "sing along" at one of their music concerts. The audience can participate by clapping, bending, and moving in time to the music!

Programs

Could programs...i.e., city recreation classes, senior citizen's classes, or latch key programs...be opportunities for increasing opportunities for healthy choices? In your initiative, all areas of the community influence a child's choices, including senior citizens!

Example:

A Girl Scout Troop earned a badge in healthy eating, and as a result, healthy eating choices were included at all meetings!

Facilities

Are facilities that influence opportunities...city recreation departments, school gyms, or school cafeterias...adequate or used to their full potential?

Example:

What do you already have in your community that could be used in a different way to further your mission? Is there a walking path that would be used by

more people if it were lighted? Is there a swimming pool or tennis court at the high school that is not currently available for the community after hours?

Policies

How do policies affect choices? Does your school have a policy that allows the sale of foods that are competitive with school meals? Is there a policy that gives guidelines for vending machines or party foods in the classroom? Are there policies that influence physical activity or healthy eating...i.e., physical activity integrated in the classroom, or a health curriculum that includes healthy eating for each grade?

Example:

A school might develop a policy to keep classroom pizza parties from competing with school meals, by having the school food service personnel plan a pizza party that can be a counted as a school meal. School food service personnel can still plan so that the party can be held in the classroom.

People

Who are the role models in your community? It is difficult to see long-term changes in the environment unless there are individuals and groups who will model the proposed changes. Some role models will be in the "public eye"... i.e. the town mayor, police chief, coaches, television/radio personalities, teachers, and business leaders...more often than others will. These role models may have a more wide spread impact, but anyone and *everyone* will be a role model. Remember however, there is no more important role model than a parent when it comes to a child's health habits. Parents need to be involved whenever possible.

Example:

Coaches in one school became role models for healthy eating by promoting and eating "wellness table" lunches. As a result, more children chose to eat a healthy lunch.

Later application of information

All of the information gathered at this point will be used to plan specific actions. Beginning action planning before all the information is assembled can result in duplication of efforts and in some cases, competition with things that already exist in the community.

Take the time to gather and review information!

Example:

One community coalition initiated a touch football program only to discover later they were competing with an existing soccer program for players and parents who could be coaches and referees!

A review identifies a community starting point to measure the progress of actions taken.

Identify a starting point to:

♥ Determine which actions are successful or whether they need to be adjusted.
♥ Motivate change by:
  1. Building in a way to recognize and celebrate success. Recognizing progress is one of the *best* motivators you can find to sustain the initiative!
  2. Providing a continuous focus on changes in the environment of the community. The coalition has no control over changes in personal choices and they may happen slowly. The coalition will stay motivated by measuring the environmental factors over which they have control.

Example:

The coalition can't make a child choose a healthy school meal, but it can help to make a healthy choice more likely. The coalition can help to identify the healthy items kids will choose, build skills for making healthy choices, and create a pleasant eating environment with a reasonable amount of time in which to eat. Success with each one of those actions is a reason to celebrate.

Complete the Community Review

When?

The coalition can conduct the initial community review at the same time the listening sessions are being held. Ideally, the initial review will be completed within a few months of the conclusion of the listening sessions. Information from the review will need to be developed and maintained by the coalition to create an action plan and a measure for success.

Later, when the coalition is determining actions and timelines, they will want to determine how often the review should be repeated to measure progress. A follow-up review is suggested every three months for the first year.

Who?

Include as many interested people as possible including:
- The "core" coalition organizers
- The initiative coordinator
- Potential initiative partners including: school administrators, teachers, school food service staff, business owners, manufacturers, freelance specialists, and government agencies

How?

A community review tool is provided on the following pages. It is designed to answer the questions... "Where are we now?" and "Where are we going?"...by providing a list of factors that are common to most communities. A summary of benefits and the procedure for using the review tool follow.

Why?

1. Help determine what programs, policies, and projects are effective
2. Provide feedback on a regular basis
3. Help motivate change
4. Provide focus on changes in the environment
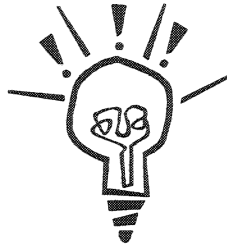
Module Tip:

The community review is needed to identify existing programs, practices, policies and resources. A thorough review outlines community strengths and areas that can be targeted for development. This will be the foundation from which actions will be built and success will be measured.

FAQs:

❏ **Question:** Who should participate in the community review?
Answer: The core group of coalition organizers and anyone who has an interest in being part of the coalition...in other words, anyone and everyone! You may find it easier to work with a group of 10-20 people.

❏ **Question:** How long should the review take?
Answer: That will vary according to the community. It should be done in a timely manner so that people don't lose interest and inhibit progress with coalition building.

❏ **Question:** It seems overwhelming to look at so many different issues. How will the coalition know what to do with the information?
Answer: The information you collect will be used to make future decisions. Actions will need to be prioritized. Subsequent action planning modules will walk you through the steps.

Module Glossary:

Environmental Change: A change in the factors individuals encounter in their every day life that influence the decisions they make.

☆ Action! Directions for completing the Community Review

Complete **each** of the component review form pages following these steps:

1. Place a checkmark to indicate "Strength" for any factors that you identify as existing strengths.

2. Place a checkmark to indicate "Want to Develop" for factors that you want to develop further.

3. Use the "Actions Planned" column to write actions planned to either enhance a strength, or to begin actions to develop an area.

4. Please note that the list of factors given on the form certainly does not provide all possibilities nor are they required factors. List additional factors that you identify under "Other."

5. Use the "Results Demonstrated" column for an ongoing review of your initiative...to check progress and measure success.

Component: Community

Community Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
1. Businesses in the community promote healthy work-site choices with things such as healthy vending machine choices, wellness incentives, and wellness opportunities	☐ Strength ☐ Develop Date____		☐ In progress
2. Daycare centers are promoting healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
3. Community-based youth organizations and clubs provide age appropriate activities that promote and model healthy eating and physical choices	☐ Strength ☐ Develop Date____		☐ In progress
4. There are visible community leaders who model healthy choices, such as senior citizens, coaches, government leaders, school leaders, and church representatives	☐ Strength ☐ Develop Date____		☐ In progress
5. There is an active community marketing plan to promote healthy eating and activity choices, including involvement by the media	☐ Strength ☐ Develop Date____		☐ In progress

Community Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
6. Physical activity opportunities and facilities are easily accessible for all community groups	☐ Strength ☐ Develop Date____		☐ In progress
7. Businesses who provide products and services, such as restaurants, fast food business, and supermarkets promote healthy eating	☐ Strength ☐ Develop Date____		☐ In progress
8. There are community-based programs that provide opportunities to improve nutrition and physical activity knowledge and skills	☐ Strength ☐ Develop Date____		☐ In progress
9. Community-wide events promote and/or provide opportunities for healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
10. The community/school board supports the healthy changes in school through policy, collaboration, repetition, education, support, and reward	☐ Strength ☐ Develop Date____		☐ In progress
11. Other (please specify)	☐ Strength ☐ Develop Date____		☐ In progress
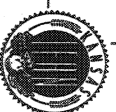
Component: Nutrition Education

Nutrition Education Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
12. There is a nutrition education curriculum that incorporates concepts of the Food Guide Pyramid. The curriculum has written outcomes	☐ Strength ☐ Develop Date _____		☐ In progress
13. Nutrition education is integrated into core subjects in the classroom. Consider how often integration occurs	☐ Strength ☐ Develop Date _____		☐ In progress
14. Nutrition education lessons are fun and participatory, teaching food choice skills along with knowledge	☐ Strength ☐ Develop Date _____		☐ In progress
15. Nutrition education lessons are linked to school lunch to create student awareness of healthy choices in their school environment	☐ Strength ☐ Develop Date _____		☐ In progress
16. Food tasting is used in the classroom to allow students to experience a variety of foods and develop positive attitudes in a supportive environment	☐ Strength ☐ Develop Date _____		☐ In progress
17. When snacks are available in the classroom, they include healthy choices	☐ Strength ☐ Develop Date _____		☐ In progress

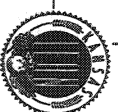| Nutrition Education Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
18. Parents receive information regarding healthy choices, i.e., letters, newsletters, and surveys, to increase skills, knowledge, and allow feedback	☐ Strength ☐ Develop Date____		☐ In progress
19. Parents and community are actively involved in classroom nutrition education, i.e., with interactive homework, field trips, guest speakers, and classroom volunteers	☐ Strength ☐ Develop Date____		☐ In progress
20. School staff model personal healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
21. Administration supports the above factors	☐ Strength ☐ Develop Date____		☐ In progress
Other (please specify)	☐ Strength ☐ Develop Date____		☐ In progress

Component: Physical Activity

Physical Activity Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
22. Opportunities, in addition to physical education classes, exist for physical activity before, during, and after the school day	☐ Strength ☐ Develop Date		☐ In progress
23. Physical activity is a daily part of the classroom routine	☐ Strength ☐ Develop Date		☐ In progress
24. Physical activity experiences provided are fun, age appropriate, and enhance a student's self-esteem	☐ Strength ☐ Develop Date____		☐ In progress
25. The school/community offers a non-competitive environment for physical activity beyond competitive sports programs	☐ Strength ☐ Develop Date____		☐ In progress
26. Discipline policies do not include the use of physical activity as punishment	☐ Strength ☐ Develop Date		☐ In progress
27. Physical education curricula support the personal development of student behaviors in decision making, goal setting, and personal fitness needed to maintain a healthy lifestyle	☐ Strength ☐ Develop Date____		☐ In progress

Physical Activity Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
28. Physical education curricula provides instruction in lifetime sports and activities	☐ Strength ☐ Develop Date____		☐ In progress
29. Physical education classes are scheduled with sufficient time and frequency to meet the above curricula goals	☐ Strength ☐ Develop Date____		☐ In progress
30. Active links exist between students and school health partners, i.e. parents, school staff, and community, for physical activity opportunities	☐ Strength ☐ Develop Date____		☐ In progress
31. School staff model personal healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
32. Administration supports the above factors	☐ Strength ☐ Develop Date____		☐ In progress
Other (please specify)	☐ Strength ☐ Develop Date____		☐ In progress

Component: School Meals

Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
33. Students are given adequate time to eat meals in a pleasant, safe environment	☐ Strength ☐ Develop Date_____		☐ In progress
34. School meal environment promotes a healthy eating message by using menu choices, bulletin boards, special activities, and music among other things	☐ Strength ☐ Develop Date_____		☐ In progress
35. School meal rules discourage philosophies such as "The Clean Plate Club," and the use of food as reward or punishment	☐ Strength ☐ Develop Date_____		☐ In progress
36. Student feedback is used to increase satisfaction and participation, by using Nutrition Advisory Committees, or other methods, including taste testing	☐ Strength ☐ Develop Date_____		☐ In progress
37. The sale of foods high in fat, sodium, and added sugars on school grounds and as part of fundraising activities is discouraged	☐ Strength ☐ Develop Date_____		☐ In progress
38. School meals are coordinated with classroom nutrition education to reinforce learning and increase awareness of healthy eating choices	☐ Strength ☐ Develop Date_____		☐ In progress

School Meal Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
39. Theme days, and special menus are used to increase participation	☐ Strength ☐ Develop Date___		☐ In progress
40. School meal choices for reimbursable and ala carte items reflect all federal and state school healthy eating guidelines	☐ Strength ☐ Develop Date___		☐ In progress
41. School food service markets the program to students, parents, faculty, administration, and community through a variety of methods, including newsletters and parent meal invitations	☐ Strength ☐ Develop Date___		☐ In progress
42. School staff model personal healthy eating and physical activity choices	☐ Strength ☐ Develop Date___		☐ In progress
43. Administration supports the above factors	☐ Strength ☐ Develop Date___		☐ In progress
Other (please specify)	☐ Strength ☐ Develop Date___		☐ In progress

Chapter 2 *Action Planning*

Module 3: Resources

Step Up and Step Out to begin a resource file!

If you have completed the listening session(s) and community review, you have all kinds of information about your community!

It is so exciting to see the shape of your initiative beginning to take form. Before the building process begins, a little more detail and organization of your building materials—your resources—will be helpful!

Resources are the building materials that will make it possible for you to build a strong coalition—one that has lasting power. Resources are the people, time, materials, and other things that will take you where you want to go. Taking time to identify, organize, and value these resources will bring so much in return...now and in the future!

Types of Resources

During your community review, many resources will be identified and considered for use by the coalition. Establishing a resource file makes it easier to locate, evaluate and activate use of a specific resource when it's most needed.
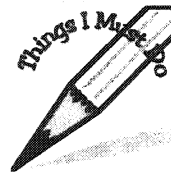
Collect Resource Information:

- ♥ People
- ♥ Media
- ♥ Existing Programs
- ♥ Existing Facilities/Equipment
- ♥ Funds
- ♥ Time
- ♥ Events
- ♥ Other

People as Resources:

The community is full of people, both community leaders and individuals who will be great resources.

These are people who:
1. Model healthy changes
2. Utilize power or authority to create change
3. Offer knowledge or skills to help with coalition activities

Examples of resources for different areas of the community are listed on the following table.

Business and Industry	Civic and Social	Government
Business Owners	Girl and Boy Scout Leaders	Mayor
Chamber of Commerce	Rotary Club Members	Commissioners
Realtors	Senior Citizen Leaders	Police Chief
Attorneys	Librarian	Sheriff
Accountants	Minority Group Leaders	Fire Chief
Insurance Agents	Optimist Club Members	Postmaster
Labor Union Representatives	Volunteer Organization Leaders	Extension Agency Representatives
Health and Welfare	**Education**	**Communication/Media**
Hospital Administrator	School Board Members	Media professionals: newspaper, TV, radio, outdoor signs
Mental Health Director	School Administrator	Marketing/business teachers
Dentists	Teachers	Freelance writers, photographers, graphic designers
Physicians	Student Representatives	
Clinic Educators	School Counselors	
Child Care Providers	Parent-Teacher Association Representatives	
Faith Community	**Universities and Colleges**	**Others**
Church Leaders	Students	

Media Resources

The media can play several different resource roles:

♥ **Provide information related to the initiative's mission**
  - The media is an excellent resource to provide the public with accurate information about the issues surrounding changes that your coalition is working to create
  - Educational information on subjects such as healthy eating and physical activity are examples of topics that the media can focus on to create interest and awareness in the progress of the initiative.

♥ **Promote the coalition**
  The media can help create an interest in the coalition and in the initiative with human-interest stories.

♥ **Communicate coalition actions**
  You'll want to keep the community involved every step of the way. Media is the most effective way to reach the largest number of people and accurately communicate the actions of the coalition.

Media resources include: newspapers, radio, television, local magazines, newsletters, public bulletin boards, billboards, surveys, flyers, brochures, and direct mail. These will be discussed in greater detail in **Chapter 3** *Marketing*.

Existing Programs and Services

Identifying existing programs, agencies, or facilities that fit with your vision and mission provides a good starting point to begin looking for actions the coalition can take to create change in the most feasible, cost effective manner. The types of resources you pursue will vary with what you want to achieve.

Examples:

Example 1: The local health department, physician offices, and hospital outpatient clinics can be excellent resources when there is a desire to distribute information in a manner other than through the media.

Examples continued:

Example 2: The community walking track was identified as a wonderful resource in one community, but not many people were using it. After talking with people, the coalition discovered that many of them preferred to walk in the evening because of schedules and weather temperature, but didn't because the track wasn't lighted. Adding lights made a good resource even better!

Example 3: An existing senior citizen's center art program is made even more popular by incorporating physical activity and nutrition into their art classes. The participants look forward to 5-minute gentle stretches throughout the class period, and enjoy healthy snack breaks with fresh fruits and low-fat muffins!

Different types of existing programs and services you will want to make a note of in your community:
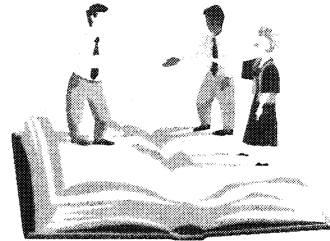
1. Business
☺ Work-Site Health Programs ☺ Vending Machines
☺ Restaurants ☺ Supermarkets
☺ Recreation/Fitness Facilities

2. Health Care
☺ Adult Care Facilities ☺ Community Hospitals
☺ Physician's Groups ☺ Dental Care Providers
☺ Mental Health Providers ☺ Child Care Providers
☺ Home Health Agencies ☺ Food Assistance Programs
☺ Nutrition Counseling Services ☺ Health Education Programs
☺ County Health Screening Programs

3. Schools
☺ Parent Teacher Associations ☺ Teacher Groups
☺ School Board ☺ Booster Clubs
☺ Student Groups ☺ School Events
☺ After School Programs

4. Faith Community
☺ After school programs ☺ Social get-togethers

Existing Equipment/Facilities

Schools or business may have equipment or facilities they are willing to share. Identifying opportunities for sharing is definitely making the best of your resources! The types of resources you pursue also vary with what you want to accomplish.

Examples of equipment resources:

Example 1: A school may be willing to open the Family and Consumer Sciences classroom to offer such opportunities as cooking basics for families on the go, or Kid's Kitchen, a class for teaching the preparation of healthy snacks to elementary age children.

Example 2: Individuals or businesses may have equipment "or props" such as menu boards, food models, or fun, table place settings that can be used at health fairs to encourage healthy eating. Ideas include a healthy artery display from a hospital teaching program, healthy tooth display from a dentist, or a display of fat in various foods in fat tubes from the county extension office.

Example 3: If your community is large enough for a tennis racquet club, members might be willing to collect used racquets that could then be donated to the city recreation department for use in teaching underprivileged children.

Examples of facility resources:

Example 1: Schools may be willing to share swimming pool facilities with the community-at-large.

Example 2: Motels in the community may also be willing to make their pool available for senior citizen exercises during the "off" times.

Funds

Funds should not be key to the existence of your coalition. Funds come and go, but many ideas presented here do not require money. Partners may be willing to pool resources, eliminating the need for funds. Or there may be community grants that can assist the coalition with its efforts. In time and with a watchful eye, coalition members will discover there are many different avenues for funding sources. Start your search by seeking those people in your school district and others who regularly make grant applications. Once you start the process, information "snowballs!"

Examples:

Example 1: USDA has made "mini" grants available for nutrition education/school meal activities.

Example 2: State Boards of Education frequently make grants available for learning activities.

Example 3: Health organizations frequently make grants available to reduce health risks. The 5 A Day Program is an example.

Example 4: Large companies may make donations for community service projects. A bank in one community donated playground equipment to the school that had the greatest number of students participating in a fun walk/run.

Time

Time rather than money, may be a resource that businesses are willing to provide. Granting time for employees to participate in coalition activities can pay off in increased job satisfaction and morale for employees. In addition, by providing time, the business is recognized for community service in the same way as they would for contributing funds. The benefit to the coalition is obvious—it is another win/win situation for all involved!
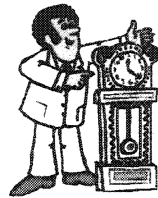
Examples:

Example 1: Businesses may be willing to give their employees time for coalition activities such as setting up a station for a health fair.

Example 2: Businesses may allow employees to volunteer in the classroom to assist with hands on learning activities teaching healthy eating and physical activity concepts to the students.

Community Events

Annual community events such as walks, runs, or fairs provide great resources for modeling healthy changes.
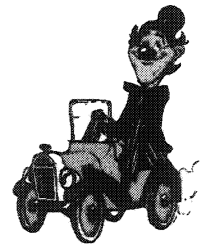
Examples:

Example 1: One community used their community's tailgate parties before athletic events to model healthy eating and activity.

Example 2: Another community sponsored a healthy recipe and cooking contest at their annual fall festival.

Example 3: A fun walk/run that was previously promoted just for adults was also opened to children. All the children won an "award" for participation!

Example 4: Healthy eating and activities messages were presented in skits during sports half-time activities at one enterprising school.

Example 5: Rather than a "cake walk" one school sponsored a "fruit walk." Not only did the winners get a bag of fruit, but recipes with different ideas about how to eat them!

Example 6: A concession stand at an annual Country Music Festival added bottled water, fruit juice, and fresh fruit to their menu of funnel cakes, hot dogs, and bottled soft drinks.

Other Resources

Other resources include pamphlets or information sheets that are made available for coalition members to use in coalition building or to build personal skills for modeling healthy eating and activity.

Examples:

Example 1: Copies of the recruitment pages from this manual for every person in the coalition who is recruiting.

Example 2: 5 A Day pamphlets on ideas to increase fruit and vegetable intake.

Example 3: A copy of community events from the Chamber of Commerce to use in planning.

Example 4: Motivational articles for coalition leaders/cheerleaders.

Organizing Resources

Depending on the size of your community, you may find it helpful to begin a resource committee as a part of your coalition. Whether it is a committee, or individuals, the job would involve:

- ♥ Compiling a file of resources that were identified during the listening sessions and the community review.
- ♥ Making contacts to identify new resources.
- ♥ Updating and maintaining the file in a way most useful to the coalition for planning actions.

Resource File Card Systems

The file can be as simple or elaborate as time, money and equipment allow. Options include a "card system" such as that described below, or an organized "list."

The card system allows more room for notes, however the list system may be easier for you to track. Regardless of format, it should always contain the following information:

♥ **Resource identification**
Resources can be identified in a number of different ways.
They can be categorized by
  - Name
  - Resource
  - **Step Up and Step Out** component (Community, Nutrition Education, Physical Activity, School Meals)
These categories could also be subdivided if you wish (see examples following).

♥ **Contact name, home and work address, phone number, fax number, and e-mail address**

♥ **A brief description or notes about the resource**
When it comes to people, you may want to make notes about their level of interest for participation. Potential problems might also be noted like the high school principal, who could be an excellent role model, but because he lacks knowledge of healthy eating messages he is apprehensive about upsetting certain food producers and so avoids participation.

Examples of a card file:

You may want to file a tennis program or the recreation department under "Physical Activity" and then subdivide the file by specifying the target audience.

Physical Activity –School
Tenis Bahl
2 Love
Courtside, USA

Phone: 222-4444
E-mail: tbahl@email.com

Note: Ms Bahl has volunteered to have tennis students demonstrate tennis skills to elementary school children.

> **Physical Activity – Community**
> Al Sport   Phone: 212-2332
> Anytown Rec Department   E-mail: asport@email.com
> 3 Main Street
> Anytown, USA
>
> **Note:** Al would like to work on an open swim program.

Examples of a "list" file:

A simple sheet of paper will also work. You can use one page for each category you identify.

Physical Activity—School			
Name	Address	Phone/E-mail	Comments
Tenis Bahl	2 Love Courtside, USA	222-4444 tbahl@email.com	Volunteered to have tennis student demonstrate tennis skills to elementary children
Coach Winner	Champion School 111 S. School Champion, USA	111-1111	Is concerned an emphasis on noncompetitive physical activity will hurt school team spirit

Physical Activity—Community			
Name	Address	Phone/E-mail	Comments
Al Sport	Recreation Department 3 Main Street Anytown, USA	333-1234 asport@email.com	Al would like to work on starting an open swim program
Mary Column	Anytown News 4 Main Street Anytown, USA	333-2341	Mary is the contact for submitting information about community events
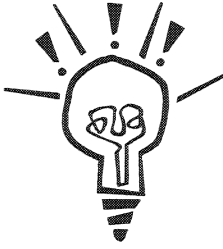
Module Tip:

Individuals who model healthy lifestyle practices are valuable assets. In one school district a superintendent's practice of daily walking combined with his position of influence and decision making power were key in setting an example for the students and the community at large. His position made it possible to successfully develop and implement walking programs throughout the school district at the elementary level.

FAQs:

❑ **Question:** How can we make sure that people will want to share their resources?
Answer: Chapter 1. *Coalition Building* Module 3: Recruiting Partners discusses creating win/win situations that will help to provide benefits for all.

❑ **Question:** How detailed should we make the resource file?
Answer: The more detail you have, the more time you may save later. You will, however, need to weigh the time you have available now to make the determination.

Module Glossary:

Resource: Existing programs, services, facilities, equipment, time, people, or communication tools that can be used to create opportunities for healthy eating and activity choices.
Resource file: A card or "list" file system to organize resources.

Action!

Resource Worksheet

Kickoff your resource files by beginning a list of all the community resources that can help you promote your initiative. You will use this resource information when you develop a marketing plan in Chapter 3. *Marketing* Module 2: The Marketing Plan.

Type of Resource:			
Name	Address	Phone	Comments

Chapter 2 *Action Planning*

Module 4: Action Planning Using VMSOA

VMSOA: Vision—Mission—Strategies—Objectives—Actions

Step Up and Step Out to create an action plan!

You have community input, eager partners, and some structure for your coalition. Now *let the fun begin*! It is time to get out the paper and make some plans! This is *fun* and *important*! The success and sustainability of your initiative will depend largely on the time and efforts devoted to planning the actions you wish to take.

This shouldn't be an overwhelming task. Like everything discussed to this point, your plan will be unique for your community's needs. If you have never done this before, there are no rigid requirements so don't be afraid to just jump in there and begin to learn!

Dare to Dream...and then make it feasible!

Why is a written plan important?

- ♥ It is the best tool possible to communicate the coalition's purpose and intent
- ♥ An organized plan saves time and effort in the long run
- ♥ A good plan ensures successful results

Information you'll need to have available for planning

1. Information collected from the listening sessions
2. The community review
3. The list of community resources

The VMSOA Plan

There are different styles and programs that can be used to develop action plans. The VMSOA Plan (1), used for many Kansas Health Foundation projects and initiatives, is presented here. It is a simple five-step action-planning tool that has been used successfully by a number of communities. The VMSOA steps are used to determine:

♥   Vision: *A short memorable statement describing your dream.*

♥   Mission: *A statement of what you intend to accomplish and why.*

♥   Strategies: *Broad statements about how your mission will be accomplished.*

♥   Objectives: *Statements of how much you will accomplish, for whom, and when.*

♥   Action Plan: *A detailed plan of the actions needed to achieve the objectives, answering exactly what will be done, who will do it, and when it will be done.*

Before you begin the VMSOA process, keep in mind you will be developing a vision and mission with which everyone can identify. There is no direction and very little feeling of accomplishment when a vision and mission are not shared. It is easy when taken one step at a time!

Suggestions for creating action plans

♥   Concentrate on developing plans that create change rather than provide new services. New services usually require people and long-term funding. What are the things that already exist that can be changed without funding?

♥   Develop plans that reflect the members' interest and expertise. These provide the best opportunities for change.

♥   Develop plans with realistic changes. Very complex issues usually require more complex changes if tackled all at once. Complex issues can often be broken down into smaller changes to make a plan more feasible.

Examples:

Example 1: Rather than build a whole new city recreation department gym, work with the local YMCA to see if an arrangement can be made to provide more options.

Example 2: Rather than build a lighted walking track out of the most up-to-date, soft-surface material, start by finding a local boy/girl scout troop that will volunteer to "blaze" a dirt trail on a school ground or other public area (as space and permission exists). As funding can be found, add asphalt, then lighting, then "fitness tip signs," then landscaping (if needed), and so forth.

♥ Have the whole coalition adopt all plans for action. Actions can be developed at a committee level, but have more support when adopted by the whole coalition.
♥ Be prepared to change the plan to take advantage of new opportunities as they come along.
♥ Remember that change doesn't happen overnight. It can be slow, so plan opportunities for coalition members to celebrate even small steps to change!

Take the steps...using VMSOA
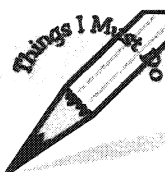
A VMSOA worksheet is found at the end of this module to help you take these steps!

Plan actions with VMSOA
1. Begin by writing a vision
2. Write a broad-based mission statement
3. Get more specific by writing strategies
4. Become detailed by writing objectives
5. Complete the plan by specifying actions

Step 1. Create a Vision

Begin with a very broad-based description of the way you want your community to look. A vision:

♥ Is short and memorable
♥ Describes your dream
♥ Specifies the way it "ought to be"

A vision statement is a picture of the end result...your "ideal." When written descriptively, it will "energize" people and become a recruiting tool for coalition members! **One** vision will be written for your coalition, however four examples are given below:

Examples: (Examples are also found on the form at the end of this module)

Vision example 1: Happy, active children with reduced risk of heart disease, cancer and other diet/activity related health problems.

Vision example 2: Happy children making healthy eating and activity choices where they live, learn, and play.

Vision example 3: A community where people partner to sustain options for healthy eating and activity choices everywhere they live, learn, and play.

Vision example 4: A happy, healthy community where adults and children balance physical activity and eating choices, and businesses prosper without significant health related expenses.

Step 2. Write a Mission Statement

Describe how your vision will be accomplished.

- ♥ What you intend to do?
- ♥ Why do you intend to do it?

A good mission statement will be inspiring, exciting, clear, and encourage people to join in your cause. It is a statement that explains what you are going to be doing. A mission statement needs to clarify the common goal, but be broad enough to attract all potential contributors.

It is suggested the mission statement be written to include everyone in the community. If care is not taken, statements can be very limiting, e.g., if the mission were to create healthy eating and activity choices by introducing life skills in PE class and school lunch theme days for K-3 grade, it would limit action and participation to K-3 graders and only in PE or during school meals.

| **The mission of Step Up and Step Out** |

"To create an environment whereby people and resources come together to make a difference in the health of our children, by increasing opportunities for healthy eating and activity choices."

One mission statement will be written for your coalition, however 5 different examples are provided below.

Examples of other mission statements: (Examples are also found on the form at the end of this module)

Mission example 1: To educate, coordinate, and create opportunities for healthy eating and activity choices everywhere children live, learn, and play in the community.

Mission example 2: To inspire, create, and maintain an environment of healthy eating and activity choices to reduce the risk of cardiovascular disease and some cancers for children in our community.

Mission example 3: To form, support, and inspire community partnerships to increase opportunities for healthy eating and physical activity choices to decrease health risks for children.

Mission example 4: To motivate, educate, and connect people in the community to create an environment for healthy eating and activity choices that decreases the risk of health problems for children.

Mission example 5: To promote, support, and initiate healthy eating and physical activity choices for children in the home, school, and community to decrease health risks.

Step 3. Write Strategies for Your Mission

Become more specific in your planning by writing the **strategies** you want to use. These are approaches for making changes like education or revising programs.

♥ How will the mission be achieved?
♥ What broad approaches will be used?

Strategies are broad statements that describe how the mission will be obtained.

Multiple strategies will be written and used to address each of the components: Community—Nutrition Education—Physical Activity—School Meals.

Examples of strategies: (Examples are also found on the form at the end of this module)

Strategy 1: Use newsletters to create awareness or teach lifestyle skills for making healthy choices in the community.

Strategy 2: Have community members model healthy choices to educate, lead by example, and send a repetitive message.

Strategy 3: Change policies or programs that affect healthy choices.

Step 4. Write Objectives

Provide more detail when you write **objectives**

- ♥ How much do you intend to do and for whom?
- ♥ When will it be accomplished?

Multiple objectives will be written for each component to accomplish your mission.

Examples of community objectives: (Examples are also found on the form at the end of this module)

Objective 1: By 2005, the annual Fall Festival will offer more than 2 healthy eating options in concession stands.

Objective 2: By 2006, the annual Fall Festival will have a minimum of two events that involve children in physical activity.

Examples of nutrition education and physical activity objectives:

Objective 1: By 2005, all K-6 students will participate in a comprehensive nutrition and physical activity school program.

Objective 2: By 2006, all 7-12 students will participate in a comprehensive Nutrition and physical activity school program.

Objective 3: By 2004, articles on healthy eating or physical activity choices will be a part of every school newsletter.

Examples of school meal objectives:

Objective 1:   By 2005, Grades 3-8 will have an active Youth Advisory Council.

Objective 2:   By 2006, the high school will have an active Youth Advisory Council.

Step 5. Write the Action Plan

It is complete when you write **actions**—for each objective, the specific steps you need to take to make sure the vision, mission, strategies, and objectives are fulfilled!

- ♥ Who will do it?
- ♥ What will they do?
- ♥ How much will they do?
- ♥ When will they do it?

For each objective written, what are the specific action steps that will be needed to accomplish what you have planned?

Example: (Examples are also found on the form at the end of this module)

Strategy 1: Change existing nutrition and physical activity programs: The school will initiate a plan to identify curriculum, obtain resources, and train teachers for implementing a comprehensive nutrition and physical activity school program.

The objective: By 2005, all K-6 students will participate in a comprehensive nutrition and physical activity school program.

The action steps:
- ♥ By Feb. 2004, the school will form a curricula committee
- ♥ By April 2004, the curricula review committee will make recommendations for selection of a program
- ♥ By May 2004, the principal and curriculum director will review the recommendations and present to the school board
- ♥ By June 2004, the school board will make a decision on curriculum
- ♥ By August 2004, the principal will have a plan for training teachers
- ♥ By November 2004, teachers will receive training
- ♥ By January 2005, teachers will use curriculum
- ♥ By May 2005, the curricula committee will follow-up with teachers and determine if changes are needed

♥ By May of each succeeding school year, the curricula committee will conduct a review to determine if changes are needed

Strategy 2: Education: The coalition will find resources and create community awareness to support implementation of a comprehensive nutrition and physical activity school program.
The objective: By 2005, all K-6 students will participate in a comprehensive nutrition and physical activity school program.
The action steps:
♥ By Jan. 2004, the coalition will form a committee to support changes
♥ By Jan. 2004, the coalition will contact schools with existing comprehensive nutrition and physical activity programs to obtain resource examples
♥ By March 2004, the coalition committee will write newspaper articles to market and gain public support for the program
♥ By March 2004, the coalition committee will meet with the school curricula committee to determine if additional resources are needed
♥ By May 2004, the coalition committee will meet with the school principal to determine what resources/awareness are needed
♥ By August 2004, the coalition committee will determine with the principal, volunteers needed to assist with teacher training sessions
♥ By September 2004, the coalition committee will write newspaper articles to recognize the implementation of the program
♥ By January 2005, the coalition committee will write newspaper articles to recognize teacher efforts
♥ By May 2005, the coalition will personally recognize and thank teachers for their efforts

Action planning worksheet

A suggested action planning form that outlines the VMSOA steps, and an example of its' use is found at the end of this module.

What time is needed to develop an action plan?

The time frame required to develop a plan will vary from community to community depending on the number of objectives written. An action plan could be developed in two weeks or it could take six months.

A simple, flexible plan is suggested to begin with. It will be easier to understand, use, and modify than a grand, complex scheme. A simple plan will also be easier to

explain to new coalition members and if necessary, adapt to the changes in your community.

Examples:

Community A creates a very simple plan in the first year. They choose just three areas for development in each of the components—community, nutrition education, physical activity, and school meals. The activities they choose require a minimum number of resources. One of the actions they choose for physical activity involves working with the city recreation department to increase the number of times classes in an existing swim program are offered. In comparison:

Community B creates a more complex plan. They choose ten different areas for development from the physical activity component alone. One of the areas they wish to develop is the creation of a volleyball program that has not previously existed. Their actions will need to include support for the program, training, coaches, and facilities.
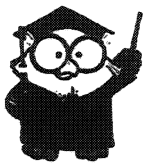
References and Resources

(1)   The Kansas Health Foundation, Wichita, Kansas. *Planning Strategically: An Orientation to VMSOA*, 2000.

Module Tip:
While it is possible to come up with an idea and just "go for it" without taking the time to create an organized plan, the lack of organization will eventually lead to duplication of efforts, depletion of resources, and involve more time and effort down the road.

FAQs:

❑ **Question:** Do vision or mission statements ever need to be changed?
Answer: Yes, as community needs and interests change, the vision and mission statements should be modified to reflect the new thoughts.

❑ **Question:** How do you incorporate information from the listening session in the action plan?
Answer: Use information from flip charts and/or take minutes at the listening sessions. Identify the needs and interests expressed at those sessions and address them in your planning.

Module Glossary:

Action Plan: A detailed plan of the actions needed to achieve objectives, answering exactly what will be done, who will do it, and when it will be done.
Mission: A statement of what you intend to accomplish and why.
Nutrition Advisory Council (NAC): Student groups formed to offer feedback regarding school meals, and to take an active role in promoting the school meal program goals. A program supported by the American School Food Service Association.
Objectives: Statements of how much you will accomplish, for whom, and when.
Strategy: Broad statements about how your mission will be accomplished.
Vision: A short memorable statement describing your dream.
VMSOA: Vision-Mission-Strategies-Objectives-Actions. A 5-step method for action planning.
Youth Advisory Council (YAC): A council of students, teachers, and others that makes recommendations for any youth-related factor, including school meals, activity, or substance abuse.
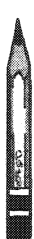
★Action! Worksheet

The information collected from the Listening Sessions helps to form the decisions you will use to create the VMSOA action-planning outline. An example of how the worksheet may be used follows along with a blank worksheet for your use.

Notes:

1. See Chapter 2, Module 5 for an explanation of the environmental change methods listed on the Action Planning Page.
2. You will find the information in Chapters 3, 4, and 5 full of ideas for nutrition education, physical activity and school meal actions and activities.

VMOSA: Vision – Mission – Strategies – Objectives – Actions

Vision (a description of the way you want things to look):
A healthy community where adults and children balance physical activity and healthy eating choices.

Mission (a statement of what the group intends to do and why):
To form, support, and inspire community partnerships to increase opportunities for healthy eating and physical activity choices for decreasing health risks for children.

Strategies for the components (i.e., education, policy, programs):
Education, modeling, program changes, and policy changes

Specify objectives below for each component (statements of 1. how much the group will do within a specified time period and 2. how it will be accomplished):

Community	Nutrition Education	Physical Activity	School Meals
Objective 1: By 2005, the annual Fall Festival will offer more than 2 healthy eating options in concessions stands.	Objective 1: By 2005, all K-6 students will participate in a comprehensive nutrition education program.	Objective 1: By 2005, all K-6 students will participate in a comprehensive physical education program.	Objective 1: By 2005, Grades 3-8 will have an active Nutrition Advisory Council (NAC).
Objective 2: By 2004, there will be monthly newspaper articles relating to healthy eating and activity choices.	Objective 2: By 2006, all 7-8 students will participate in a comprehensive nutrition education program.	Objective 2: By 2007, physical activity will be incorporated into the classroom for all K-6 students.	Objective 2: By 2005, there will be monthly school meal theme days for K-8 students.
Objective 3: By 2006, the community will sponsor a healthy recipe contest.	Objective 3: By 2006, there will be a plan for identifying in-service needs for teacher skill development.	Objective 3: By 2007, there will be a plan for identifying resource need for the physical education program.	Objective 3: By 2007, teachers will receive monthly information about school meals i.e., nutrient analysis or new products.

Environmental Change Plan

Use 1 page for each objective

Objective 1—School Meals. **By 2005, Grades 3-8 will have an active Nutrition Advisory Council (NAC).**

Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review: Results of actions Check all that apply.
☑ Policy ☑ Collaboration ☑ Repetition ☑ Education ☑ Support ☐ Reward	**Action:** *Gain support from principal and food-service staff to initiate a NAC group*	*Questions about cost and resources*	*School meal committee (including school food service director) by August 2004.*	**Communication:** ☐ Great marketing ☐ Need M-and-M's **Time:** ☐ Good timing ☐ Needs work **Location:** ☐ Good ☐ Needs work
	Marketing Plan: *Discussed in Chapter 3* **Resources:** *USDA guidelines for creating Nutrition Advisory Councils (NAC's)*			
-Or- **Problems resolved:**	**Action:** *Find a teacher sponsor for the NAC group*	*Adjust teacher's schedule for time required*	*Elementary school principal by September 2004.*	☐ Good **Resources:** ☐ Feasible cost
	Marketing Plan: *Discussed in Chapter 3* **Resources:**			
☑ Communication ☑ Time ☐ Location ☐ Lack of equipment ☑ Other	**Action:** *Develop guidelines for NAC group*	*Fair selection of participants*	*School principal, food service director and teacher sponsor by October 2004.*	☐ Good ☐ Needs work **Participation:** ☐ Good ☐ Needs work **Overall:** ☐ Great-continue
	Marketing Plan: *Discussed in Chapter 3* **Resources:** *USDA guidelines for creating Nutrition Advisory Councils (NAC's)*			
	Action: *Develop a schedule and invite students to attend the NAC group*	*Rescheduling issues in case of conflicts*	*Teacher sponsor and food service director by December 2004.*	☐ Good-revise ☐ Fair-revise
	Marketing Plan: *Discussed in Chapter 3* **Resources:** *School calendar of events*			

Comments: A review of actions taken will be conducted monthly.

VMOSA: Vision – Mission – Strategies – Objectives – Actions

Vision (a description of the way you want things to look):

Mission (a statement of what the group intends to do and why):

Strategies for the components (i.e., education, policy, programs):

Specify objectives below for each component (statements of 1. how much the group will do within a specified time period and 2. how it will be accomplished):

Community	Nutrition Education	Physical Activity	School Meals
Objective 1:	Objective 1:	Objective 1:	Objective 1:
Objective 2:	Objective 2:	Objective 2:	Objective 2:
Objective 3:	Objective 3:	Objective 3:	Objective 3:

Environmental Change Plan

Action!

Objective _____

Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review—results of actions Check all that apply.
Environmental change methods planned. Check all that apply. □ Policy □ Collaboration □ Repetition □ Education □ Support □ Reward	**Action:** **Marketing Plan:** **Resources:**		**Communication:** □ Great marketing □ Need M-and-M's **Time:** □ Good timing □ Needs work **Location:** □ Good □ Needs work **Resources:** □ Feasible cost □ Good □ Needs work **Participation:** □ Good □ Needs work **Overall:** □ Great-continue □ Good-revise □ Fair-revise
-Or- **Problems resolved:** □ Communication □ Time □ Location □ Lack of equipment □ Other	**Action:** **Marketing Plan:** **Resources:** **Action:** **Marketing Plan:** **Resources:**		

Comments:

Chapter 2 *Action Planning*

Module 5: Action Planning Tools

Step Up and Step Out with action planning tools!

There are several different tools you can use during the action planning process to ensure that your efforts result in successful outcomes! The tools presented in this module are:

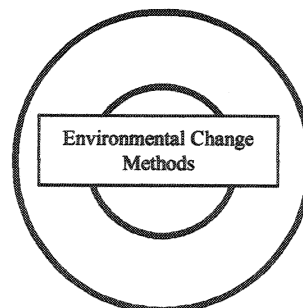1. Strategies for environmental change
2. Timelines
3. Forms and records

Environmental change

Environmental change means modifying factors individuals encounter in their daily life that influence the choices they make. There are many different types of community changes your coalition can consider to accomplish the goal of increased opportunities for healthy eating and activity choices.

Finding what you want to change is usually easy. Coming up with action plans to make that change can be a little more challenging. The environmental change strategies below give you an idea of the different types of changes that can be made.

Strategies for environmental change

Strategies are methods to create environmental change. The strategies suggested in Step Up and Step Out can be used alone, but when they are used together they create a strong circle of change that is difficult to break.

Environmental Change
Methods
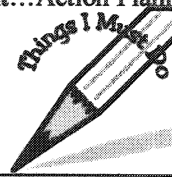
Strategies in action!

> **Environmental Change Methods**
> - ♥ **Policy**—Changes in the formalized guidelines for how things are done
> - ♥ **Collaboration**—Working with others to make change
> - ♥ **Repetition**—Repeating a message or action
> - ♥ **Education**—Increasing awareness or providing skills
> - ♥ **Support**—Helping others to make changes
> - ♥ **Reward**—Creating a reason to make a change

Policy

Policies should be implemented with as much input from all those affected by the policy as possible. It may be helpful, in some cases, to begin with a 'trial period' to see if the policy can be implemented as it is written. There are many different policies that may be considered. School policies would involve:

Examples:

- ♥ Nutrition and physical activity curriculum
- ♥ Availability of healthy choices for a la carte items, snack bars, and vending machines
- ♥ Fund raisers that send a consistent message about food choices
- ♥ Classroom parties that include healthy choices

Collaboration

Partners working together, sharing responsibilities, rewards, and resources to achieve a common goal is what makes the coalition. Collaboration can save time and money, and is the best strategy to avoid conflict!

Examples:

- ♥ The community collaborating to use high school tennis courts
- ♥ The coalition collaborating with arts & crafts fair organizers to provide healthy choices
- ♥ The high school drama coach collaborating with the recreation department to produce a summer play

Repetition

Change doesn't happen overnight and often requires trying something quite a few different times before it becomes an accepted practice. Repeated opportunities to taste healthy foods can change food attitudes. Repetition in practicing skills for making healthy choices leads to habits.

Examples:

- ♥ Planning for some type of physical activity at every PTO meeting
- ♥ A healthy message discussed in the classroom, published in a newsletter, presented in a school meal theme, and given in a take-home assignment

Education

Education is necessary to improve knowledge and skills. At times, education creates a "need to know," or the reason for a particular change to prevent conflict. Other times there is a need to just inform everyone a change has been made so that it can be tried—a form of marketing.

Examples:

- ♥ Community education about how all foods can fit, so that coalition members are not made to feel like "diet police" or so that some food producers do not feel economically threatened
- ♥ Nutrition and physical education curriculum in schools
- ♥ Educational articles in newspapers and newsletters
- ♥ Homework assignments that educate and provide opportunities for practicing healthy choices.

Support

Creating an environment that makes change easier is a key manner of support. Other forms of support include providing resources, or encouragement, and giving recognition. These things can make all the difference in the world to success.

Examples:

- ♥ Support from the principal to implement a formal nutrition curriculum

- ❤ Administrative support to make time and funds for resources available
- ❤ State support to develop nutrition and physical activity curriculum outcome standards
- ❤ Support of business involvement in the coalition through recognition

Reward ☆

The best way to motivate people to make change is through reward. Verbal praise is an effective yet simple reward. Small prizes or coupons can also reinforce messages. Reward can be in the form of support and recognition. Good relationships (teamwork and social opportunities), successful results, and respect are also good rewards.

Another not often recognized reward is a self-reward (internal reward) that comes from setting goals and monitoring progress. Internal rewards aren't dependent on anyone or a physical object. Internal rewards include the thrill of a challenge, fun, creativity, or the desire to learn.

Examples:

- ❤ Customers choosing low-fat milk at fast food restaurants are given coupons for 30 cents off an entrée, a financial reward
- ❤ Ice-skating is a fun activity and a thrill for many people, providing an internal reward for engaging in physical activity
- ❤ Teachers are recognized in newsletters and newspaper articles for innovative nutrition and physical activities

Using multiple environmental change strategies ☆

Two examples found at the end of the module demonstrate how all six of the suggested environmental change methods can be applied to an identified objective. There is also a blank a worksheet for you to practice using these methods (strategies) on an objective your coalition has planned.

Timelines ☆

Timelines are very helpful to allow everyone to see the "big picture" and keep them on track so that too many things are not scheduled at one time. They also help to use resources efficiently. Timelines would normally specify the activity or task to be completed with an attached calendar. It might also specify the individuals responsible.

Example

Two-Year Coalition Timeline

Activity	Responsible Parties	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		Year ___												**Year ___**											
Physical Activity in the Classroom	4th and 5th Grade Teachers				x	x	x	x	x	x	x	x	x	x	x	x	x	x							
Health Fair	Education Committee					x																		x	
Community Review	Full Coalition	x					x							x					x						

Planning Forms ☆

The planning forms found throughout this manual are also valuable tools. Taking the time to keep planning forms upfront can make a world of difference. It could mean the difference between repeating an event or not. The forms keep you from re-inventing the wheel and are a good method for tracking changes to celebrate steps to success!
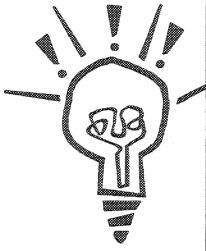
Module Tip:

The action planning tools presented in this module provide a means by which to organize thoughts; record steps to taking actions; and review results. They will be valuable resources for future endeavors.

FAQs:

- **Question:** Do the environmental change strategies always need to be used?
  Answer: Any method that works for your coalition and produces successful results can be used. With so many things to consider, it is easier to have a 'system' for planning changes. The environmental change strategies are a good way to organize your thoughts. They become easier to use with practice.

- **Question:** Who should keep the records of planning forms?
  Answer: It will be much easier to organize, if one person has responsibility for making sure the forms are available for use, provides reminders to use them, and then keeps them on file. Consider creating a position of recorder in the coalition.

Module Glossary:

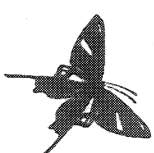*Collaboration:* Partners working together and sharing resources to create change.
Environmental Change: A change in factors individuals encounter in their daily life, that influence the decisions they make.
Internal reward: A reward that is not dependent on another person or thing. Internal rewards can include the thrill of a challenge, fun, creativity, curiosity, control (self-responsibility) or desire to learn.
Policy: Written, formal guideline(s) for how to proceed in a particular situation.
Timeline: A written outline of actions organized by date for completion.

Environmental Change Method (Strategy) Worksheet

Example

Action!

Description of Environmental Change:	Fast food restaurants will increase and market the number of healthy food choices.
Strategy of Environmental Change: • Policy • Collaboration • Repetition • Education • Support • Reward	Collaboration: Talk with fast food restaurants to develop and promote healthy "value packs" with items already on their menus. Suggestions: include milk instead of soft drinks with kid's meals; fruit such as packaged apple slices or pineapple chunks instead of french fries. Repetition: Repeat daily during a specified time period before evaluating and revising. Education/Support: Enlist the support of community members to patronize and purchase the healthy meals. Enlist the help of local media to report on the healthy changes. Reward: Provide incentives for patrons to choose the healthy meal, i.e., a voucher for 50 cents off the next healthy meal, or 1-hour free swim time at local facilities.
Positive Aspects of the Change:	The restaurant receives increased recognition. Increased community awareness of healthy eating. Patrons benefit nutritionally.
Negative Aspects of the Change:	Coalition time required for action steps. The profit of margin may change for restaurants; they may be limited by franchise rules as to what is possible. Restaurant may be reluctant based on poor reception of low fat items in the past.
List Who Should be involved:	Restaurant/franchise owners; coalition/community members; media such as newspaper, television and radio.
Specify Funds Needed:	None to minimal if vouchers.
Other Considerations:	Don't discriminate among restaurants.

Environmental Change Method (Strategy) Worksheet

Description of Environmental Change:	Healthy snacks provided at classroom parties, and for special school events, such as open house, parent/teacher conferences, field trips
Strategy for Environmental Change: • Policy • Collaboration • Repetition • Education • Support • Reward	Policy: Request parents include healthy snack options for classroom parties Collaboration: Develop healthy snack recipes in classroom and take home the ideas Repetition: Develop habits by providing healthy snacks during Friday free reading time Education: Provide education of healthy snack ideas through curriculum, newsletters, displays, and classes Support: Ask for support for healthy snacks in the form of food donations Reward: Provide recognition of parents and teachers through interviews, articles, and bulletin boards, pictures
Positive Aspects of the Change:	Supports the "All Foods Can Fit" concept, connects with the idea that healthy foods CAN be tasty; a beginning for channeling healthy eating in other situations
Negative Aspects of the Change:	Difficult to make the change and sustain it, outside the norm; requires more education, training, and communication than the traditional "Kool-Aid and cookie party" concept
List Who Should be involved:	Administration, school board, class room teachers, students, parents, coalition, business/community supporters
Specify Funds Needed:	Food, supplies, printing costs
Other Considerations:	

Environmental Change Method (Strategy) Worksheet

Action!

Description of Environmental Change:	
Strategy for Environmental Change: • Policy • Collaboration • Repetition • Education • Support • Reward	
Positive Aspects of the Change:	
Negative Aspects of the Change:	
List Who Should be involved:	
Specify Funds Needed:	
Other Considerations:	

Chapter 2 *Action Planning*

Module 6: Measuring Success

## ＿ ＿ ＿ ＿ Step Up and Step Out to measure success!

Each community has identified strengths and areas for development from a list of environmental factors provided in the community review. Individual goals have been created and actions planned. In other words, you have a "baseline" of where you are starting and a plan to create changes.

Now is the time to plan a way to determine progress so that success can be recognized and celebrated. Identify how you will measure success at this point.

Recognizing progress/success

Determining how to recognize success is like organizing a road map to plan a trip. Looking at your progress is important for many reasons including the following:

1. **It shows where you started and where you are**
2. **It provides feedback for future planning**
   It gives you an opportunity to identify what worked and what didn't; and then to make changes.
3. **It creates ownership**
   When coalition members are able to play a role in determining future plans based on progress, it becomes personal for them.
4. **It helps keep interest levels high**
   With each small step completed, the success can be celebrated. Coalition members stay motivated if they are able to see progress in a relatively short period of time.
5. **It helps to keep a focus on environmental changes**
   Unreasonable expectations are more easily identified with continuous follow-up.
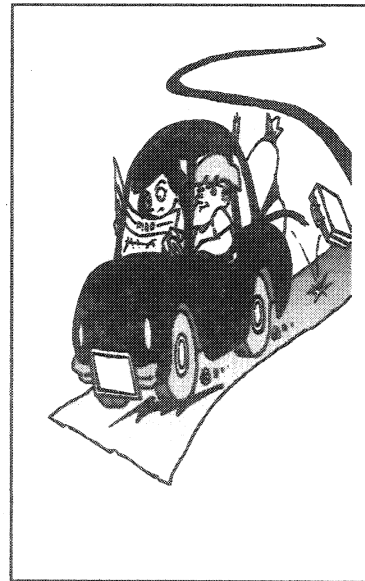
Examples:

Example 1: Setting goals that are easy to identify and celebrate when they are achieved will keep motivation high. Creating small steps to success increases the opportunities to celebrate! An example of that would be: A community that wants to raise funds for a new recreation building might create the following measures:

      Step a: Celebrate generating enough interest to begin a campaign
      Step b: Celebrate reaching one fourth of the funding goal, and
      Step c: Celebrate reaching one half of the funding goal, and so forth

Example 2: A community's review revealed that there wasn't one business that was promoting healthy choices for employees. When the coalition identified **objectives**, members decided that increasing opportunities for healthy eating and activity choices at the work-site would be a part of the plan.

Actions included educating businesses about options for healthy choices, providing resources for making changes, and recognition of the businesses that made changes.

Measures of business changes included:

    a. Increasing healthy food choices in vending machines
    b. Providing employee wellness information
    c. Making time, equipment, or incentives available to increase physical activity

The coalition used the community review to track and report the actions planned for change and provide additional support. Every time actions were implemented, the coalition celebrated and congratulated the businesses involved!
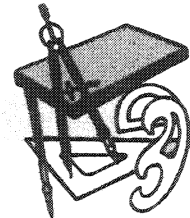
Developing Measures for Success

If you have completed the steps suggested in this guidebook, you are ready to plan how to measure success. The progress review is based on the coalition's action plan and measures outcomes. Steps in the measurement process are common for all communities.

1. The initial community review

The initial community review provides a record of where you start so that your progress can be measured.

2. Periodic follow-up reviews

Follow-up reviews should be completed periodically to check progress. Quarterly reviews are recommended. Specify the progress review dates you determine in the coalition's action planning timeline. Also identify individuals responsible for designing, collecting and interpreting data at this time.

3. A review of coalition strength and building needs

It is also good to check the 'health' of the coalition.

- ♥ Is the coalition stronger or more fragmented?
- ♥ Are there good results from meetings?
- ♥ Is there good leadership?
- ♥ Are actions well facilitated?

## 4. A review of coalition actions

Check effectiveness of actions:

- ♥ Is the coalition using all of the environmental methods suggested for change: **policy, collaboration, repetition, education, support, and reward?**
- ♥ Do you have good marketing and awareness in the community? If not, does the coalition need to increase **collaboration?** Has the message been **repeated** often enough?
- ♥ Are there enough members involved to support the work, or enough people so that the work can be comfortably distributed? If not, is there continuous recruitment? Are coalition members **supported** and **rewarded?**
- ♥ How many different areas of the community are your actions reaching? If not all areas are reached, are there coalition members who represent each area of the community?
- ♥ Do your actions have the potential of impacting a relatively large number of community members? If not, are the actions you choose being prioritized appropriately?
- ♥ Are your actions being well received in the community? If not, is there a need for **education** or relationship building?

5. A final review following the investment of time and resources

- ♥ Did your initiative accomplish its action plan?
- ♥ Does the coalition desire to keep the action as is or enlarge its' scope?

6. Revision of strategies and actions as needed based on reviews

The progress review takes into account whether or not changes are required to meet the objectives of the action plan. If expected results have not been met, the action plan may need to be modified.
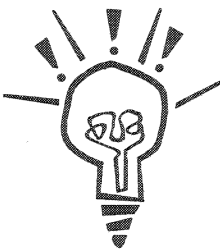
Module Tip:
Take time to measure progress. Determine where you are, where you want to be, how you want to get there, and in what time frame. Then identify the outcomes that show your progress. These are your measures.

FAQs:

❑ **Question:** Is it necessary to measure results from our initiative?
Answer: Yes. How else will your coalition establish its effectiveness unless a systematic collection of information occurs and is checked against desired results?

❑ **Question:** Does our information collection system need to be complex and scientific?
Answer: As with all the elements described within the initiative, make the system compatible with the action plan of your coalition and consistent with the level of personnel and resources available. It can be as simple or complex as you want it.

Module Glossary:

Measure: A necessary component of your initiative's action plan that will allow your coalition to collect information, interpret it, and measure results to monitor effectiveness.

Directions for Using the Community Review to Identify Measures

1. Use the community review completed in Module 2 as the starting point by which to measure changes.
2. Use the community review to check progress at intervals you determine. Quarterly is suggested.
3. Use the VMSOA Action Planning worksheets to provide the detail necessary for actions and measures the coalition will take. Include the details for how change will be measured on these worksheets.
4. An example is provided on the following page.

Example

Component: Community

Community Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
1. Businesses in the community promote healthy work-site choices with things such as healthy vending machine choices, wellness incentives, and wellness opportunities	☐ Strength ☒ Develop Date 6/05	Initiate 10 work-site changes in the next year Contact vending companies for healthy options	☒ In progress 12/05: 6 worksite changes identified 12/05: healthy options increased in 5 vending machines
2. Daycare centers are promoting healthy eating and physical activity choices	☐ Strength ☒ Develop Date 6/05	Supply 5-A-Day ideas to receptive centers	☐ In progress 12/05: rap tapes and activity booklets provided to 5 daycare centers. Follow-up evaluation indicates they were used 15 times.
3. Community-based youth organizations and clubs provide age appropriate activities that promote and model healthy eating and physical choices	☐ Strength ☒ Develop Date 6/05	Invite youth organization leaders to coalition meetings and planning sessions	☒ In progress 12/05: 2 Boy scout/4-H leaders attending meetings and participating in planning sessions

Actions planned during the community review conducted on 6/05 are reviewed for progress (in far right column) on 12/05 and changes are indicated.